**Emilia Malatesta**

**Lesson 1: Introduction to The Short Story**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Oral Communication, Reading and Literature Studies  **Overall:**  Oral Communication  1) Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes  Reading and Literature Studies:  2) Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  **Specific:**  Oral Communication:  **1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions  **2.1** communicate orally for several different purposes, using language suitable for the intended audience  Reading and Literature Studies:   * 1. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   **2.1** identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning | | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Be able to decode and deconstruct various forms of writing and media * Use detail and elaboration to make ideas clear to their audiences | | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * How does the way something is written affect the writer and reader? * What traits, practices and beliefs are common to the cultures and time periods represented in the literature that we are reading? | | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Use text details to analyze character, plot, setting, point of view and development of theme | |
| **DIFFERENTIATED INSTRUCTION:**  1)Readiness – students have just finished working with myths and exploring the structure of myth; there are a number of students who do not have access to breakfast in the morning and so are not as focused in the morning  2) Interest- students have shown an interest in reading about characters their own age  3) Learning Profile/Style- students prefer to read stories and literature in class; students prefer to work in groups | | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  AforL:  **Anecdotal Record** An informal record of how students respond to the introduction of the short story and how comfortable they are in discussing the elements of the short story  **Observation:** teacher will observe the way in which students come up with criteria for the short story.Teacher will also observe students to identify if they understand the elements of the short story and how well they are able to copy the material while responding to in class discussion questions in regards to what they are copying. | | |
| **LEARNING GOALS:**  Students will be introduced to the elements of the short story and will have the necessary terminology to properly recognize these elements when reading short stories as well as when they will have to create their own for the culminating activity. | | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**   * Short story elements handout * Chalk and erasers * Short story overhead * Overhead markers * Short story terminology handout | | **AGENDA:**  What is a short story?  Short Story Elements  Short Story Terminology  Exit Card |
| **MINDS ON:** *15 minutes*   1. Students will enter the class and see on the board the following question: What is a short story? 2. The teacher will ask students to at their tables or with a partner come up with five criteria for the short story (i.e. how long, type of language, genre, etc.). Students should be given about five minutes to do this. 3. The lists that students’ have created will be taken up as a class. 4. The teacher will write some of the elements/criteria students come up with on the board 5. After discussing these elements the class will create a definition for short story before the teacher discusses the elements of the short story. | | |
| **ACTION:** *50 minutes*   1. The teacher will provide students with a handout entitled “Short Story Elements.” This handout will have missing information that students will be required to fill in as the teacher goes through the elements. The teacher will also ask students to come up with their own examples while going through the handout. (25 minutes) 2. The last page of the handout requires students to write down what the images symbolise. The teacher will give students five minutes to do this and then quickly ask a handful of students to reveal what the images symbolised for them. (5 minutes) 3. The teacher will provide students with a handout entitled “Short Story Terminology.” The teacher will not go through all of the terminology as much of it has been covered in the short story elements handout however if there are any terms the teacher or students wish to discuss they can do so. This should take no more than 10 minutes. 4. The teacher will then show the class a movie trailer of the film “Horton Hears a Who” which is a film adaptation of the book by Dr. Seuss. The class will then discuss the short story elements evident in the movie trailer. (10 minutes). Included in the appendices is a note for the teacher on the short story elements in this movie trailer. | | |
| **CONSOLIDATION:** *10 minutes*   1. Students will be asked to reflect on the following question for homework: Is Horton a hero? Students will be asked to reflect on this question and come up with a rough definition of what it means to be a hero and criteria for being a hero. These instructions should be written on the board so that students can see the instructions visually and copy them down if necessary. 2. Students will then be asked to complete an exit card | | |
| **ACCOMMODATIONS & MODIFICATIONS:**   * ELL may be provided with a picture dictionary for any challenging terms or concepts * Student(s) with L.D. may be read to or scribed for by peer * Student(s)with hearing impairment will sit close to teacher and have instructions repeated * Any students may complete their activities on computer is possible or required according to their I.E.P. | | |

**APPENDICES:**

Appendix 1: Elements of the short story

Appendix 2: Elements of the short story student version

Appendix 3: Short Story Terminology

Appendix 4: Horton Hears a Who

Appendix 5: Exit Card

**Lesson 2: What defines a Hero?**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Oral Communication; Writing; Media  **Overall:**  Oral Communication:   1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes   Writing:  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;  Media:  2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and  explain how the conventions and techniques associated with them are used to create meaning.  **Specific:**  Oral Communication:  **1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions  **2.3** communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience  Writing:  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas  **3.1** use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly  Media:   * 1. interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey   **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Use detail and elaboration to make ideas clear to their audiences. * Be able to decode and deconstruct various forms of writing and media * Maintain clarity and coherence in their writing | | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What makes someone heroic/something heroic? * How does the way something is written/produced affect the writer and reader? * Can literature and media serve as a vehicle for social change? | | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. * Use text details to analyze character, plot, setting, point of view and development of theme | |
| **DIFFERENTIATED INSTRUCTION:**  1)Readiness – students have had a lesson on the elements of the short story; there are a number of students who do not have access to breakfast in the morning and so are not as focused in the morning  2) Interest- students have shown an interest in short animated films  3) Learning Profile/Style- students prefer to read stories and literature in class; students prefer to work in groups | | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  **Observation:** teacher will observe how students work in their groups to discuss how their person would be considered a hero. Teacher will also observe the way in which groups discuss the short story elements in the short animated film “French Roast.”  **Anecdotal Record:** teacher will make an informal record of which students participated in group work as well as make note of students who may not have worked well together. | | |
| **LEARNING GOALS:**  Students will better understand the elements of short stories. They will gain practice in applying these elements to a different form of text. They will explore and understand the meaning of the term hero and the concept of unknown or unsung heroes. Students will also understand how society excludes certain peoples based on economic, racial, gender or political factors which can prevent them from begin acknowledged as being “heroic.” | | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**   * Chalk * Erasers * Markers * Chart paper * Pictures of “heroes” * Projector * Internet access * Short Story Elements handout | | **AGENDA:**  Horton the Hero?  Heroes  “French Roast”  Group Activity: Short Story Elements |
| **MINDS ON:** *15 minutes*   1. The teacher will have written on the board: Horton the Hero? 2. Students will proceed to discuss if they believed Horton to be a hero with their elbow partner. 3. The teacher will then ask students to explain their decisions as a class. 4. Students will then be asked to complete a agree/disagree questionnaire about heroes. 5. The teacher will discuss this questionnaire in class and have students reveal what they chose by a raise of hands. 6. The class will then create a concept map that will stand as a type of criteria of what a hero is. An example of this is provided as an appendix. | | |
| **ACTION:** *55 minutes*   1. The teacher will show the students the short animated film “French Roast.” (10 minutes) 2. Before showing the film the teacher will tell students to keep the following in mind (this should be written on the board):    1. Who are the characters involved?    2. How is the businessman portrayed?    3. How is the homeless man portrayed?    4. How is the homeless man treated by others in the café?    5. What does the way in which the homeless man treated say about western society?       * Possible answers are provided in the appendices 3. After viewing the film the teacher will discuss the questions posted before viewing the film with the class. (5 minutes) 4. The teacher will then have a discussion with the students on how the homeless man is a hero and how society treats people based on economic status. The teacher may also wish to discuss what can be done to challenge these stereotypes about homeless people. (10 minutes) 5. The teacher will then break the class up into groups of four and have them fill out the handout entitled: “French Roast: Elements of Short Story.” (15 minutes) 6. Students will be asked to return to their seats. The teacher will take up this organizer as a class (15minutes) | | |
| **CONSOLIDATION:** *5 minutes*   1. As a class the teacher will ask students what they enjoyed about this lesson and what they would change. 2. Students are told that tomorrow they will be reading a short story by Langston Hughes (this may spark student interest and some students may look up this person prior to coming to class). | | |
| **ACCOMMODATIONS & MODIFICATIONS:**   * ELL may be provided with a picture dictionary for any challenging terms or concepts * Student(s) with L.D. may be read to or scribed for by peer * Student(s)with hearing impairment will sit close to teacher and have instructions repeated * Those students who require assistive technology to complete tasks may do so | | |

**APPENDICES:**

Appendix 6: What Makes A Hero?

Appendix 7: Concept Map of a Hero

Appendix 8: Teacher copy for French Roast

Appendix 9: French Roast: Elements of Short Story

**Lesson 3: Thank You Ma’am**

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| **MINISTRY EXPECTATIONS:**  **Strands:** Oral Communication; Reading and Literature Studies; Writing  **Overall:**  Oral Communication  1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes  Reading and Literature Studies:  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;  2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  Writing:  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;  **Specific:**  Oral Communication:  **2.1** communicate orally for several different purposes, using language suitable for the intended audience  **2.3** communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience  **2.4** use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience  Reading and Literature Studies:   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   2. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   Writing:  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas | | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Use detail and elaboration to make ideas clear to their audiences. * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience | | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What makes someone heroic/something heroic? * How does the way something is written affect the writer and reader? * What traits, practices and beliefs are common to the cultures and time periods represented in the literature that we are reading? * Can literature and media serve as a vehicle for social change? | | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Participate in class discussions about the literary/social effect of selected authors' works. * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. * Use text details to analyze character, plot, setting, point of view and development of theme | |
| **DIFFERENTIATED INSTRUCTION:**  1)Readiness – students have just finished working with myths and exploring the structure of myth; there are a number of students who do not have access to breakfast in the morning and so are not as focused in the morning  2) Interest- students have shown an interest in reading about characters their own age  3) Learning Profile/Style- students prefer to read stories and literature in class; students prefer to work in groups | | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  AforL and AofL  **Observation:** teacher will observe class discussion and see how many students participate in class discussion and the depth with which students answer questions.  **Anecdotal/Performance:** teacher will make notes of students who participate and will also collect the after reading questions from each student. Looking at the answers of each student the teacher will check for participation as well as how well each student navigated the text. As the teacher may not be able to take up the answers in class the following period it is advised that those answers the teacher wishes to address are written on the students answer sheet. | | |
| **LEARNING GOALS:**  Students will understand how the way that someone reacts to a person or situation can change someone’s life. Students will also understand how stories can provide commentary about the economic, racial and social problems of the period in which it was written. | | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**   * Overhead + overhead notes or projector * Teacher note about the author * Handout with comprehension questions | | **AGENDA:**  Make meaning of a picture  Langston Hughes  Thank You Ma’am  After Reading |
| **MINDS ON:** *15 minutes*   1. On an overhead or power point the teacher will show the students a picture depicting a scene from Thank You Ma’am. The teacher will then tell the students that this is a scene from the short story they are going to read. (2 minutes) 2. The teacher will ask the students to discuss the questions underneath the picture with an elbow partner. (6 minutes) 3. The teacher will then take up these questions as a class (7 minutes) | | |
| **ACTION:** *50 minutes*   1. Before beginning the story the teacher will give students a brief history on Langston Hughes. See appendix. (5 minutes). This will give students a historical perspective of the time period from which Langston Hughes is writing. Students will come to understand that the story is also a social commentary about how African Americans have been both stereotyped and treated based on race throughout American history. This lesson is cross curricular in that it addresses themes and facts that would be used in a social sciences or history course. 2. The teacher will then ask students if anyone would like to play the role of Ms. Jones and Roger. The teacher may wish to be the narrator however this role may be given to a student if the teacher wishes. (2 minutes) 3. The class will then proceed to read the story. (20 minutes) 4. The teacher will then handout a sheet of comprehension questions to each student. Students should be told that these questions will be handed in at the end of class (3 minutes) 5. The students will work on the comprehension questions for the remainder of the class. (20 minutes) | | |
| **CONSOLIDATION:** *5 minutes*   1. Students will be asked to hand in the answers to the comprehension questions 2. By a show of hands the teacher will ask the class if they liked the story or not. | | |
| **ACCOMMODATIONS & MODIFICATIONS:**   * ELL may be provided with a picture dictionary for any challenging terms or concepts * Student(s)with hearing impairment will sit close to teacher and have instructions repeated * Those students who require assistive technology to complete tasks may do so. | | |

**APPENDICES:**

Appendix 10: Before Reading *Thank You Ma’m* by Langston Hughes

Appendix 11: Before Reading *Thank You Ma’m* by Langston Hughes Answer sheet

Appendix 12: About the Author

Appendix 13: *Thank You Ma’am*

Appendix 14: After Reading

Appendix 15: After Reading answer sheet

**Lesson 4: Writing A Short Story in Groups**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Oral Communication; Writing  **Overall:**  Oral Communication   1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes   Writing:  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;  2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience  **Specific:**  Oral Communication:  **1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions  **2.1** communicate orally for several different purposes, using language suitable for the intended audience  Writing:  **1.2.** generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate  **1.4.** Identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing.  **2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas  **3.1** use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly  **4.1** describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Understand that writing is a process and is necessary for successful writing * Use detail and elaboration to make ideas clear to their audiences. * Identify various mistakes that can distract their readers/audiences. | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What makes someone heroic/something heroic? * How does the way something is written affect the writer and reader? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Create myths and short stories using the recurring themes in them * Refine grammar, usage, and composition skills in a variety of formats |
| **DIFFERENTIATED INSTRUCTION:**  1)Readiness – students have just finished reading and answering questions about the short story Thank You Ma’m; there are a number of students who do not have access to breakfast in the morning and so are not as focused in the morning  2) Interest- students have shown an interest in reading about characters their own age  3) Learning Profile/Style- students prefer to read stories and literature in class; students prefer to work in groups | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  AasL:  **Observation:** teacher will monitor students as they work on their group short story and note who is participating and is taking a role within the group.  **Exit Card:** on this exit card students will be asked about how they found this activity and what they learned about how they write and how they work in groups. | |
| **LEARNING GOALS:**  Students will gain experience in creating a short story. They will begin to explore how to create a short story, the writing process as well as the process by which they come to write this story in a group. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**   * The teacher will have to move the desks around in order to form group tables so that students may work together on their short story * Sheet with instructions for writing the short story * Picture of *Thank You Ma’m* that was shown the previous class (refer to previous appendices) * Sheet of paper, pens, pencils | **AGENDA:**  Thank You Ma’m recap  Let’s write our own short story!  Exit Card |
| **MINDS ON:** *20 minutes*   1. The teacher will introduce the C.A. unit to the class. It is important for the teacher to explain that there will be class time to begin this assignment and students will have plenty of opportunity to brainstorm and begin the initial phases of the writing process in class. 2. The class will receive a handout of the C.A. with all of the accompanying steps that will be done throughout the unit. 3. At this time the teacher will also answer any questions the students may have about the C.A. | |
| **ACTION:** *45 minutes*   1. The teacher will inform students that today they will be working in groups to create a short story about an encounter between Mrs. Jones and Roger ten years after meeting when Roger was fifteen. 2. The teacher will form groups accordingly. This can be done by counting students off into groups of 4 or 5. If the teacher is aware of student strengths the teacher may wish to form groups this way as well. 3. The teacher will then hand students the instruction sheet which includes a checklist of what the students need to include. Included in the instructions is a role list that assigns each student in the group a specific role while requiring them to contribute to the story. 4. Students will also be told that they will be presenting these stories to the class the following day. 5. The groups will work on their short story until 10 minutes before class is over at which time they will fill out their exit cards. | |
| **CONSOLIDATION:** *10 minutes*   1. Students will fill out their exit card, hand it to the teacher and then may leave class. | |
| **ACCOMMODATIONS & MODIFICATIONS:**   * ELL may be provided with a picture dictionary for any challenging terms or concepts * Student(s) with L.D. may be read to or scribed for by peer * Student(s)with hearing impairment will sit close to teacher and have instructions repeated * Those students who require assistive technology to complete tasks may do so * Roles have been assigned for this activity to allow students to work according to their strengths as well as engage in work they may find challenging while having group support while doing so | |

**APPENDICES:**

Appendix 16: Culminating Activity for the unit

Appendix 17: Short Story Instruction Sheet

**Lesson 5: Ten Years Later- Short Story Presentation**

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| **MINISTRY EXPECTATIONS:**  **Strands:** Oral Communication  **Overall:**  Oral Communication:  1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes  **Specific:**  Oral Communication:  **2.1** communicate orally for several different purposes, using language suitable for the intended audience  **2.3** communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Understand that writing is a process and is necessary for successful writing * Use detail and elaboration to make ideas clear to their audiences. | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * How does the way something is written affect the writer and reader? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story | **SKILLS:**   * Refine grammar, usage, and composition skills in a variety of formats * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story |
| **DIFFERENTIATED INSTRUCTION:**  1) Readiness – students have been given an entire class period to write a short story in relation to the short story Thank You Ma’m; are a number of students who do not have access to breakfast in the morning and so are not as focused in the morning  2) Interest- students have shown an interest in reading about characters their own age  3) Learning Profile/Style- students prefer to read stories and literature in class; students prefer to work in groups | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  AofL  **Observation:** the teacher will observe students as they present their short story to the class.  **Anecdotal Notes:** the teacher will make note of how each group member participated in the activity. The students will also hand in the assignment sheet which has the names of the students in each group and the role they took on in this activity. The teacher will keep this as a note on participation and also to group students in the future. | |
| **LEARNING GOALS:**  Students will have experienced the process of writing and will also gain experience in presenting their work to the class. Presenting as a group will allow students to gain experience presenting in front of the class however as this is one of the first times some students may be presenting in front of a class they will not do so alone and feel more comfortable. Gradually students will be asked to present as individuals however this is a safe way to ease students into speaking in front of an audience. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**   * The teacher will need a participation notebook or other form note taking to write down any notes about group presentations * Folder to place students assignment sheets in after each presentation | **AGENDA:**  Get together with your Group  Let’s Present!  Final Comments |
| **MINDS ON:** *10 minutes*   1. Students will be given time at the beginning of class to meet with their groups and finalize any roles or information before presenting. 2. The teacher will remind students that they must hand in their stories and instruction sheet with group names after presenting. | |
| **ACTION:** *55 minutes*   1. The teacher will select groups in random order to present 2. After each group presents the teacher will ask for the groups’ short story and instruction sheet with the names of group members and their roles | |
| **CONSOLIDATION:** *10 minutes*   1. If time allows discuss this process of writing a short story with the students. Ask them what they liked, disliked and what they learned after doing this activity. | |
| **ACCOMMODATIONS & MODIFICATIONS:**   * ELL may be provided with a picture dictionary for any challenging terms or concepts * Student(s)with hearing impairment will sit close to teacher and have instructions repeated * Those students who require assistive technology to complete tasks may do so * Roles have been assigned for this activity to allow students to work according to their strengths as well as engage in work they may find challenging while having group support while doing so | |

**APPENDICES:**

Appendix 18: Exit Card